



TEACHINGS OF WESTERN AND EASTERN SCHOLARS ON PSYCHIC DEVELOPMENT AND EDUCATION

Qodirov G'ayrat

gayratbekqodirov@mail.ru

Umarali o'g'li

+9989907490000

Erkinov Muslimbek

erkinovmuslimbek2020@mail.uz

Mo'yiddin o'g'li

+998973106818

The development of Psychological Science included a number of stages, during which effective research work was carried out. It was in order for the research work to be effective that the need for the development of principles within the framework of science began to be felt. The work on this was put forward by the manifestations of the directions of Western psychology. The history of the formation of young and pedagogical psychology in Russia dates back to the second half of the XIX century. In the pre-revolutionary period in Russia, culture was based on the idea of humanism, interest in the inner world of the individual and the child. We can see this in L.N.Tolstoy's works "Childhood", "Adolescence", "Adolescence". In the 60s of the XIX century, as a result of political and economic reforms, interest in the cultural and scientific spheres increased, and the need arose for their development. In the constant attention of Russian psychology, there was a development of the sphere of personality norms of etiquette. Scientists of this period N.I.Pirogov, K.D.Ushinsky, P.D.Yurkevich, N.X.Wessel put forward the problem of the need to study the study and development of the child's personality in an interdisciplinary complex way. N.I.Pirogov was the first to recognize the importance of upbringing, not practical, philosophical significance, education of the human spirit. He emphasized the need to study the psychology of children, to study the specificity of understanding.



Childhood has its own laws and must be respected: "if children do not have the right to violate the laws of society, then we, in turn, have no right to violate the laws of the children's world." Through this, the study of children's psychology has become a great impetus to the problem of studying the age-related characteristics of children, their identification, influencing factors. During this period, age and pedagogical psychology were formed as a science of scientific importance, studied as an independent science, with its own problem, which must be studied. Its important areas include: the study of general legality, differences in individual characteristics of the development of children, initial conditions in the upbringing of children, the development of methods of cognitive processes, the study of peculiarities in the psyche of children. By the 70s and 80s of the XIX century, two areas of research arose: the observation of parents' own children (recording children's development in diaries) and the study of children's development (relying on a specific program) by scientists. The psychological and physiological development of children, the development of prerequisites for mental work and cognitive activities, the assimilation of behavioral norms, etc. were studied and P.F.Kapterev, P.F.Lesgaft, I.A.Sikorsky, N.N.Lange was observed in the work of the like. In the process of studying the General Laws of the development of children, the most important concepts are accumulated that help to study the cognitive processes of the individual: memory, attention, thinking, imagination, etc. Particular importance was given to the development of the point of great influence on the development of the psyche of children. The most necessary information was collected as a result of the study of the physiological development of children (I.Starkov). An attempt was made to identify differences between the psychological characteristics of boys and girls (K.V. Yednisky). The study of the children's psyche negated the method of self-observation, necessitated the use of new techniques and served as a stimulus to the penetration of the method of experimentation into the field of psychology. The first to use the method of experimentation in the research process was in 1879 I.A.Sikorsky



began. But its use was not well opposed in the world of science. After the introduction of psychological laboratories by the mid-1880s, the method of experimentation had its place in Russian psychology. The importance of the genetic approach in the development of science is significant. P.F.Kapterev believes that " in modern times, the concept of development is of particular importance on the scale of science. In each area, the development of these or those phenomena is studied, without studying their origin, it is impossible to delve into a particular event. There is a similar view of the upbringing of children. In order to have an effective effect on children, to strengthen their capabilities, it is first necessary to know the history of their development well." Knowledge of children's Psychology, its origin and development have found answers to philosophical questions in the knowledge of the individual. After collecting data and clear evidence on the peculiarities of the development of children, the question of studying the norms, General Laws of the development of children is put forward. General rules have been formulated about the main features of the development of children:

- Development continues step by step and consistently. In general, it implies to go only forward to include. But in one line does not go, deviations from this line and stops are also observed.

- There is an inextricable connection between physical and mental development. Such inextricable connection is also observed between mental, emotional and volitional qualities. Properly organized educational and educational processes are the basis for harmonious and comprehensive development.

- In the process of development, certain body organs and some aspects of psychological activity are involved, but not all are equal, and the speed and pace of work are not the same. Development occurs in the medium norm, but for various reasons it can accelerate or, conversely, slow down.

- Development can stop and become a disease as well.

- It is impossible to make an early forecast of the future development of



children. Special abilities must have relied on general development.

– Information about the development of children should not be falsified, it is necessary to create an opportunity for each age period to go through its own stages of development.

Information guides have been developed on the general development of children, recommendations for the care of healthy and sick children, education of children in the family and school, and physical, mental, emotional, volitional and mental development. By the end of the 19th century, psychologists and educators combined their efforts and applied them to practical school life. "Psychologists have the fine techniques necessary to carry out research and have a database, even if there is not enough data to carry out the study, but they do not have the capacity to fully understand, research and evaluate them", A.R.Nechayev noted and approved the joint activities of teachers and psychologists.

Russian young and pedagogical psychology at the beginning of the 20th century, to close contact with the psychological sciences of the whole world entered. Russian scientists constantly monitored and studied the innovations in Western countries, increased their experimental skills in foreign laboratories, many scientific works were translated into Russian and printed in Russian magazines. In turn, research, observations of Russian psychologists were also published in foreign journals. For Example, I.A.Sikorsky, A.P. The work of Nechayev and others gained wide popularity. Russian psychologists conducted their research on the problems that are of interest to scientists around the world.

At the beginning of the 20th century, the problem of the development of the science of young psychology was carried out with reference to scientific foundations. Research in this area took a leading place in Russian pedagogical psychology. To study this problem, specialists in various fields, owners of the strongest theoretical knowledge, in particular, V.M.Bekhterev, P.F.Lesgaft, I.P.Pavlov and others formed a strong team of psychologists to study the problem both theoretically and practically. Among them are P.P.Blonsky, P.F.Kapterev,



A.F.Lazursky, N.N.Lange, A.P.Nechaev, S.L.Rubinstein, N.E.Romyansev, I.A.Sikorsky, G.I.Chelpanov and others on their initiative created scientific centers that train special personnel, conduct scientific research work. Intensive theoretical and practical, methodological, scientific activities began. In some educational institutions, laboratories, circles, separate rooms were created that help to study the development of children. Publishing work was founded. In the XX century, the number of publications in the field of age and pedagogical psychology increased. Scientific conferences and conferences on the subjects of children and pedagogical psychology were organized. As a result of scientific and creative research, practical information was collected, obtained using theoretical and objective methodologies. Young and pedagogical psychology was formed in the interdisciplinary system as an independent branch of Science and acquired its own methods of scientific research. A number of scientific research methods have been formed. The data obtained as a result of the observation method were recorded in the "diary"ka, a special program and plan are drawn up to monitor the development of the child. The method of experimentation is based on practical empirical research. The natural experiment is intended precisely for the study of child psychology (A.F.Lazursky). The Test method was also widely discussed and other techniques began to be developed. Having through their drawings about the psychological characteristics of children gave im mine. The main areas of research of this period were the stages of the formation of a comprehensively mature and harmonious personality and the improvement of the system of training specialists. From the brief information obtained about the psychology of age in the XIX—XX centuries, it can be understood that in Russian psychology there was a strong interest in the problem of development from the scientific and social side. The psychological problems of the younger generation associated with education and upbringing have also regularly attracted large scientists, philosophers and writers. Works of the initial pedagogical and psychological content were covered in the XVII-XVIII centuries on the basis of religious and



moral teachings. In Russia, samples of psychological research were formed in various works related to the human psyche under the influence of the Eastern and Western cultures. V.N.Tatishchev, A.N.Radishev, N.I.The initial views in the works of Novikov and others are also permeated with the peculiarities of psychic development, differences in psychic development. Russian historian V.N.Tatishchev's book " conversation about the benefits of Sciences and institutions of knowledge " shows the classification of Sciences, the importance of knowledge, the position of language and speech, their connection with the features of age periods. A.N.Among the first, Radishev tried to substantiate the development of the child's psyche in a natural-scientific way. His book " a trip from Petersburg to Moscow " occupies a worthy place among pedagogical and psychological works in this regard. According to the writer, a person perceives his impressions of the climate and environment through sensations, and in this way his thinking grows and forms. N.I.Novikov, seeking the well-being of mankind, says that in order to widely promote useful knowledge among young people and children, it is necessary to educate them in their own way.

The teachings of Uzbek scientists on development and education.

Focusing on the history of the development of psychology as a science in our country, it is worth noting that it has been taking shape over the past decades. But historically, when the formation of psychology as a whole on the territory of Uzbekistan is analyzed, it can be seen that it was formed in its own way in the system of religious and philosophical scholars and views. For example, manichism (founder Mani) or mazdakism (founder Mazdak), which developed in the II-III centuries, and others widely campaigned ideas such as social relations, social justice, and personality identity in the system of their religious views. But history tells us that there was no system of holistic, systematic social psychological views at all. It should be noted that psychological research in Uzbekistan is mainly devoted to family and family relations. In particular, the first social psychological study was also carried out in the late 70s at the beginning of



the 80s I. Conducted by Yakubov, he studied the social and psychological factors that ensure the stability of family relationships and the compatibility of the couple's social roles. As a result of the study, it was found that the appropriate interaction of family members in relation to roles is an important condition for family harmony. Family conflicts, on the other hand, are mainly due to the social employment of the modern Uzbek woman, as well as the preservation of old-age sarcophagi in family relations.

One of the important studies on the psychology of family relationships was N.Missov's scientific work, which is characteristic of the Uzbek family, systematically studied marriage and family relations - satisfaction with marriage, marriage motives, age features of family building characteristic of Uzbeks, psychological conflicts in young Uzbek families and the causes of divorce. N.The information collected by missov is an important scientific guide for young families, conflict families and those who are engaged in the upbringing of young people.

In addition, in recent years, a number of studies have been carried out on the psychology of large groups. V.M.Karimova's study on the study of the mechanism of change of social imaginations of Uzbek women and girls (1987), E.Usmanov's study on the study of the socio-psychological causes of suicidality behavior of Uzbek women (1993), E.No dedicated to the characteristics of the reproductive master classes in the Uzbek families of Monova, M.Zakirova's scientific research on the study of the specificity of perceptions of roles in men and women, M.These are the works of tashpulatov aimed at studying the specific aspects of social behavior in Uzbek Youth in the conditions of a market economy, etc. As a result of these studies, a new ethnopsychological concept will be formed in the near future, which will contribute to the development of scientific work in our republic.

In Uzbekistan, there are very important research topics before psychologists, in which, in the current conditions of independence, changes taking



place in the psychology of an individual and various social groups, social perceptions of people belonging to different age, demographic ethnic professional groups, on the basis of which the foundations of scientific management of social behavior should be developed. That is, the issues of Social Psychology of production, psychology of management, psychology of groups and the influence of mass psychic processes are waiting for their solution from Uzbek psychologists, in which national specific aspects of the territory should be developed using the achievements of advanced science.

Used literature:

1. . K.Bartol. “Психология криминалнога поведения”. С-П., М: 2004
2. Davletshin M.G. Tanlangan ilmiy ishlar to’plami. – T.:2008.
3. Davletshin M.G. Yosh psixologiyasi va pedagogik psixologiya. – T.: 2002
4. Ivanov P.I. Zufarova M. Umumiy psixologiya. – T.:2008
5. Karimova V, Akramova F.Psixologiya (ma`ruzalar matni). – T.:2002.
6. Kamilova N.G`. “Muammoli o‘smir”. Tashxis,tadqiqot metodlari. – T.: 2006
7. Komilova N. “Xulqi og’ishgan bolalar psixologiyasi”. – T.: 2014.
8. Komilova N “Ijtimoiy reabiltatsiya”. – T.:2014.